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Student feedback in the form of traditional discussions, examinations, and student rating with numerical and open-ended questions, as well as television tapings and peer feedback, are examined to see their effectiveness on improving teacher performance. Self-directed evaluations are also considered, as well as the teachers' personal reactions to the various forms of evaluation. The appendix gives examples of questionnaires that students fill in, giving their opinions and evaluations of individual courses and teachers' performances, and also forms for teachers to use for self-evaluation after viewing videotapes of their classroom behavior. (Author/JD)

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TEACHER EVALUATION: FEEDBACK TO IMPROVE TEACHING

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FEEDBACK TO IMPROVE TEACHING

(Or: How to Find Out How Well You are Now Teaching--
and How to Get Some Suggestions for Improvement--Without Too Much Pain)

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This paper is part of a presentation to Ohio English teachers--and to graduate teaching assistants at B.G.S.U.

INTRODUCTION

Teaching can be a lonely, frustrating, and poorly supervised activity. The typical job structure--with only a single teacher in each classroom; limited, infrequent, and potentially threatening supervision; and poorly defined measures of teaching success--all tend to frustrate the teachers' desire to obtain advice and help leading to improvement. Teacher oriented journals, in-service courses, and teachers' version of texts, sympathetic students, peers, and supervisors are helpful--but often these are not enough.

This paper is intended to suggest and briefly describe some types of feedback systems which might provide a teacher with suggestions for improvement. The major assumptions are that: 1) the very great majority of teachers want to improve their teaching; 2) most teachers (even the best and worst teachers) can improve; and 3) adequate feedback procedures can aid teachers to improve.

A WARNING--FEEDBACK SOMETIMES HURTS (We have met the enemy, and he is us...Pogo)

You may not always be happy with honest answers to the three major feedback questions: 1) What am I trying to accomplish? 2) How well am

I doing? 3) How can I do better?

1) The first question is self-directed--and you may find that, upon careful examination, your goals are not as clear as you might have thought.

2) Since the majority of teachers tend to overrate themselves (few believe they are "below average" even though half must be), you might find that you are not doing quite as well as you might have hoped--although usually you are doing better than you might have feared.

3) Even the answers to "How can I do better?" are often frustrating since the majority of answers you receive may not be as specific, as realistic, or as helpful as they could be. When the English Department at Carnegie-Mellon decided to introduce a system in which senior faculty were asked to visit classrooms to evaluate instruction and offer suggestions for improvement, one younger faculty member expressed his frustration with the advice of peers with the following quote from Thoreau's Walden: "I have lived some thirty years on this planet, and I have yet to hear the first syllable of valuable or even earnest advice from my seniors." (Eble, 1971, p. 85)

TRADITIONAL FEEDBACK

The most common feedback to teachers is imbedded in the traditional classroom system. Student recitations, discussions, and examinations all provide indications of the teacher's success in assisting students to learn. Increases in disciplinary problems, excessive absences, and student restlessness or obvious boredom may indicate the existence of problems. Most teachers become very adept at noting the variety of

verbal and nonverbal cues provided by their students. Some teachers are less sensitive to these cues and may need help in identifying them. Unfortunately, few of the signals provide much guidance to those seeking to improve. The typical teacher seems to keep trying slightly different approaches until the signals improve. Even the most perceptive of teachers are capable of missing many of the signals transmitted by the students and may benefit from a more formal feedback system.

STUDENT RATINGS

Student ratings--usually gathered at the end of a term--represent one additional method of gathering feedback from students. Ratings are used more in college teaching than in secondary or elementary schools, but their usage seems to be increasing at all school levels. The typical rating form represents one or more of the three levels of question often asked concerning the perceived performance of the teacher and/or the value of other aspects of the class. Level I questions are of the kind found on the front page of the STUDENT DESCRIPTION OF TEACHING and provide the teacher with a very general idea as to how they stand in terms of student expectations concerning major aspects of the course. (This three level categorization system was originated by Smock and Crooks, 1973). Since students tend to be very generous (or since most teachers are very good), the average class responses rarely fall "below average." Consequently, a clear idea of a single teacher's position in comparison with other teachers can only be obtained if a group of teachers all use the same general questions. A teacher rated (on the average) as "good" may find that he is the lowest rated teacher in his school. Should the teacher be

exposed to this harsh reality? I do not know--but some research by John Centra at Educational Testing Service, with his form (SIR) tends to support the position that teachers are likely to improve if they are told of their comparative position. A more frightening question (to me, at least) involves who should get this comparative information. Students at many colleges and some high schools gather this information and publish it for all to read. Some even identify the very highest and lowest rated teachers and place their names in separate boxes on the first page of their publications. Eble (1971) seems to be in favor of "open" ratings; my position is not clear--even to me. It probably depends on which box contains my name. Research supporting any position on this question is lacking.

Level II questions are those that ask about more specific aspects of the course or teacher. The second page of STUDENT DESCRIPTION OF TEACHING and many of Centra's SIR questions are of this nature. I see very little reason for the results of this type of question to go to anyone other than the teacher.

Level III questions are those--usually open ended--that ask for specific suggestions for improvement. Many people seem to believe that these are the most valuable to the teacher. Last winter, we returned numerical and open-ended responses to eight college teachers, and only the numerical data to eight others. The recipients of the additional open-ended suggestions did not improve (in spring ratings) more than those who received only the numerical data. Studies by Centra (1972) and others have generally indicated that receipt of ratings results usually

does not guarantee improvement in future ratings--at least over a short time period.

More recent research does seem to indicate that ratings data can serve as a starting point for improvement if the teacher is provided with additional assistance. The two major problems seem to relate to: 1) the formation of various defense systems by those hurt by ratings (more highly rated teachers seem to find it easier to accept rating results and use them to improve); and 2) the failure to carefully choose and clearly define one (or a very few) areas for improvement. There is a tendency to try to improve too much at one time.

Although student rating systems do present major problems and function more as a starting point than as a total solution, student ratings are not as inaccurate as some of their critics seem to imply. Surveys by Centra (1972), by Costin, Greenough, and Menges (1971), and our own data collected through the use of our form seem to indicate that the more carefully developed student rating forms: 1) are extremely reliable when used with classes containing more than twenty students; 2) are not greatly affected by student sex, grade level, course grade, or expected course grade; 3) are quite highly (.6 to .7) correlated with the ratings of visiting supervisors, peers, or alumni; 4) are very likely to produce similar factors considered important by students--usually factors which could be titled "degree of organization," "clarity of communication," and "degree of student rapport;" and 5) are unlikely to accurately reflect the type of detailed teacher behavior that can be measured by an observation scale such as the Flanders or the Spalding scales.

Although student ratings are very likely to be valid measures of student attitude, the relationship between ratings and learning (or cognitive gain) is still very ambiguous. Some peple, especially Peter Frey of Northwestern University (write for his excellent rating form?) claimed that how much you have learned questions correlate very highly with actual cognitive gain. Others seem to find a lesser relationship. Authoritative research has yet to be completed in this area--partially due to the difficulty of measuring "cognitive gain."

MID-TERM RATING

Although most formal student rating procedures take place at the end of the term, many teachers use a short form several times during the term and sometimes after each class. The form often consists of one or two very general scales and space for comment. Some courageous teachers even read the average and the comments to the class. Others post them, others ignore them.

Similar informational procedures include suggestion boxes, student journals in which students maintain a continuous record of their thoughts and feelings, and regular class or individual discussions concerning class procedures, goals or progress.

Another approach often found to be of value to many teachers involves a self rating form to be completed either at the end of class or at the end of the day. Some of my associates do this religiously and I am going to start doing it next week.

T.V. TAPING (We must learn to look at problems all sidely, seeing the reverse as well as the obverse side of things...Mao.)

William C. Moritz (2345 Detroit Avenue, Maumee, Ohio 43537) has develo ed and field-tested a fascinating approach which combines self rating, student rating, and supervisor evaluation. Students rate the teacher and the teacher uses the same form to rate himself. After introductory lessons in observation techniques and project rationale, two television cameras and associated microphones are placed in the classroom. A stationary camera with a wide angle lens is placed in the front of the room and is focused on the class. The other camera is controlled by a trained student and focused on the teacher. Teachers are typically taped for a twenty-five minute period. Shortly afterwards, teachers observe the results on a split-screen which presents both the class and the teacher at the same time. After observing the tape--with and without sound, the teacher rates himself on the self rating scales. After this self rating, the teacher reviews the tape with a supervisor and identifies one or two areas amenable to improvement. Two more tapings, self evaluations, and self prescriptions complete the first year's cycle. Two tapings occur in the second year with one in the chird year.

T.V. taping can be a very frightening procedure and Mr. Moritz restricts the procedure to volunteer teachers. He claims that: 1) classes quickly accept the taping procedure and revert to normal operation within a few minutes; 2) teachers become so interested in the system that after a period of initial anxiety they tend to invite their friends to the viewings almost as they would to a home movie; and 3) the student ratings of the taped teachers improve although teachers'

self ratings often drop. Several universities including the University of Massachusetts use T.V. tape with volunteer teachers unhappy with their classroom performance.

An obvious disadvantage is the initial cost of the equipment (approximately $6,000). The original Moritz work was funded under Title III of E.S.E.A., and similar funding has permitted him to extend the procedure to other Ohio schools.

It may be possible to replicate much of the taping approach with cheaper movie equipment. Local teachers are in the process of beginning a similar approach using a cheap, sound, 8 mm movie camera ($100) and an even cheaper silent camera. Both are to be shown in parallel on two adjacent screens.

Some teachers obtain many of the same results although missing all nonverbal cues through use of audio tape. Others have a student take snapshots of the teacher and class at set intervals. Although these procedures lack many of the advantages of the T.V. taping, insights can be gained from an examination of a series of snapshots or from an audio tape. Teachers are often so intent upon their own performance and upon the responses of those students nearest to them that they miss the interaction of many other students. A similarly useful view is available to the teacher who is able to sit in the back of the class while a visitor or a student teaches the class.

FEEDBACK FROM PEERS (The problem lies not in the stars, dear Brutus, but in thyself...)

College teachers often are more able to obtain help from peers because they have more peers who teach similar subjects, and because their

irregular schedules permit more team teaching and cross visitation (although both are much rarer than they could be). Some schools (e.g., White Plains, New York system) reduced the teaching obligations of a few of their best teachers who were asked to function as "helping teachers." These teachers were assigned to the newer teachers. They do not function as supervisors, but actually work as helpers even to the point of explaining the use of purchase forms, running errands and teaching the class to give the teacher a break. Over time most helping teachers are able to develop a rapport which permits the teacher to ask them for advice, suggestions, and even for a form of assessment. Similar rapport and support among peers can sometimes be developed through team teaching, common attendance at in-service courses, or even through sensitivity or consciousness raising groups.

One college department chairman has suggested that his department provide space and funds to support a regular, after hours party in which peers can let down their hair together as a start to more peer-peer interaction.

OTHER STUDENT FEEDBACK

There are a wide variety of approaches which permit a teacher to solicit student opinions concerning almost any topic, including suggestions for improvement. Many of the "Values Clarification" techniques, the milder encounter group activities, and most group exercises, tend to increase class communication and rapport to the point where a teacher becomes willing to elicit student opinions concerning class procedures. Many of the activities suggested by William Glasser in his Schools

Without Failure can lead to increased class interaction and student feedback. Some teachers even invite another teacher or an older student into the class to solicit student ideas. Teachers who are fortunate enough to have student assistants often find that these assistants can use their intermediary position to transmit student ideas to the teacher.

Our last feedback system: Gray, Graubard, and Rosenberg recently wrote an article for Psychology Today entitled, "Little Brother is Changing You." They trained slightly retarded eighth grade students to become behavior modifiers and to shape their teachers' behavior. Students were trained to identify and record the positive behavior of teachers, a very difficult task since students, like teachers, are usually much more aware of the negative behavior of others. After video taped practice in social reinforcement (smiling, praise, approval, eye contact), the students selected positive target behaviors and systematically reinforced them. The success was such that all were reported to have enjoyed the procedure, and the students moved on to the improvement of the behavior of their parents and peers. As we all know, virtually every student functions as a teacher trainer. Unfortunately, students often fail to recognize and reinforce our positive qualities. What would happen if all students were well trained to be behavior modifiers, and they all learned to "accent the positive, eliminate the negative, and don't mess with Mr. Inbetween?"

"...who dares to teach must never cease to learn." (Plato) Hopefully, an effective feedback system can help us to learn more about ourselves and more about our function as teachers. Good luck. Peter Wood.

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APPENDIX

This Appendix consists of:

I. a variety of teacher/course rating scales now used at Bowling Green State University; and

II. some of the forms used in the Moritz, split-screen, video-procedures;

Part I: Various Rating Forms

STUDENT DESCRIPTION OF TEACHING

(used by EDFI, Firelands Campus, HCLC, IET, and faculty in EDAS, EDCI and [illegible])

We hope to improve teaching by asking you to describe your teacher's performance - and to suggest improvements. Results will be given to your teacher after the grades have been turned in. Some departments use this data for administrative decisions.

This form should be presented at the beginning of a class period -- with the teacher absent from the room. Mark the IBM sheet with a soft pencil. A student should return all forms to Room 455 Education.

Please write the teacher's name and course and section number on the IBM sheet.

USE THESE NUMBERS TO DESCRIBE THE INSTRUCTOR

1 Below average
2 Average
3 Above average (Best 50%)
4 Better than most (Best 30%)
5 Superior (Top 10% - 15%)
6 One of the best - equal to any previous teacher
7 The best - better than any previous teacher

Please mark your answers (in pencil) on the IBM sheet.

1. SCHOLARSHIP (Has command of the subject, contrasts various points of view, discusses recent developments in the field, presents origins of ideas and concepts)

2. ORGANIZATION/CLARITY (Explains clearly, is well prepared, presents material in an organized manner.)

3. INTERACTION WITH GROUP (Is sensitive to the reactions of the class, encourages student participation, welcomes questions and discussions.)

4. INTERACTION WITH INDIVIDUALS (Has genuine interest in students relates to students as individuals, respects students as persons, is valued for his advice.)

5. ENTHUSIASM (Seems to enjoy teaching, is a dynamic and energetic person, has an interesting style of presentation, is enthusiastic about the subject, has a sense of humor.)

Using the same scale, provide an overall rating for the following.

6. THE INSTRUCTOR

7. THE TOTAL EXPERIENCE UNDER THE CONTROL OF THIS PERSON (Teaching, content, readings, tests, outside activities, seminars, homework, . . . everything that you associate with this class or lab/section/seminar/group.)

8. STUDENT ACCOMPLISHMENT (The degree to which this class helped you to increase your knowledge, skills and competencies in comparison with other classes you have taken.)

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9. GRADE THIS COURSE IN COMPARISON TO YOUR OTHER COURSES THIS TERM:
1) A 2) B 3) C 4) D 5) F

10. WHAT GRADE DO YOU EXPECT TO RECEIVE IN THIS COURSE:
1) A 2) B 3) C 4) D,N or U 5) F

11. WHAT IS YOUR BGSU CUMULATIVE AVERAGE?
1) 3.50 - 4.00 2) 3.00 - 3.50 3) 2.50 - 3.00 4) 2.00 - 2.50 5) Below 2.00

12. WAS THE INSTRUCTOR IN THE CLASSROOM WHEN YOU COMPLETED THIS FORM
1) Yes
2) No

(Questions 1-5 were adapted from the Berkeley scales.)

On the back of the IBM sheet, please inform your instructor as to (1) which class activities, presentations, assignments and classes were the most valuable for you? (2) which were of lesser value? (3) how could this instructor have helped you to learn

Regarding this course:

13 The difficulty level was:
1- Very elementary
2-Somewhat elementary
3- About right
4- Somewhat difficult
5- Very difficult

14 The work load was:
1- Very light
2- Somewhat light
3- About right
4- Somewhat heavy
5- Heavy

15 The course objectives were:
1- Very clear from the beginning
2- Very clear (eventually)
3- Moderately clear
4- Not too clear
5- Unclear

Use the following code to describe your attitude toward this course: 1. Definitely false 2. More false than true 3. Neutral - ?? 4. More true than false 5. Definitely true

16 I had a strong desire to take this course.
17 I would like to take another course from this instructor.
18 I would like to learn more about this field.
19 The course content was not related to my current or future interests.

The following questions are intended to provide the teacher with more SPECIFIC information especially concerning areas which could be improved in future terms.

USE THESE NUMBERS TO DESCRIBE THE INSTRUCTOR

0 Omit (not relevant)

1 Major improvements needed (generally poor now)
2 Improvement is needed(is mediocre now)
3 Little improvement is needed (well done now)
4 No improvement is needed (already great)
5 Extraordinarily effective now

GRADING PROCEDURES
20 Fairness (so far)
21 Quality of tests
22 Fairness in grading of assignments
23 Clear explanation of how student performance is to be evaluated

TEACHER'S ABILITY TO
24 Speak clearly
25 Lecture
26 Stimulate discussion
27 Motivate students to learn
28 Individualized instruction to provide useful options for different students
29 Inspire excitement and interest in course content
30 Ask thought-provoking questions

ACTIVITIES AND MATERIALS
31 Textbooks
31 Supplementary readings
33 Movies and use of other AV devices
34 Effective integration of class-work and assignments

INSTRUCTOR
35 Sense of humor
36 Preparation for class
37 Openness to student questions
38 Respect for students

ORGANIZATION
39 Clarity of objectives
40 Clarity of presentations
41 Stress on important areas
42 Summarization of major points
43 Effective use of class time

(by P. Wood)

STUDENT RATINGS OF IN-CLASS TEACHING

A student ratings questionnaire, STUDENT DESCRIPTION OF TEACHING, has been developed to elicit student opinions concerning faculty and course characteristics. The first five questions reflect those teacher characteristics frequently identified as being valued by students. The students are asked to use a seven point scale to indicate the degree to which their instructor possesses these characteristics (1=below average, 2=average, 6=equal to any previous teacher). The next three questions (6, 7 and 8) ask the student to use the same seven point scale to rate: the instructor; the total experience; and student accomplishment. These three responses are taken as representing the students' overall evaluation of the teacher and the course. The mean student response to these three questions--elicited from all students, from all regularly-assigned, on-campus, non-extension classes taught during the spring quarter and the following fall and winter quarters--is calculated to produce a single student ratings score for the year. The remaining questions of the form are intended to produce data of possible interest to faculty, and their use is entirely optional.

Administration: All departmental faculty are asked to present the ratings forms to all on-campus classes at the beginning of the last class period in each term. The students are to pencil-mark the associated IBM 555 optical scan form while the instructor is absent from the room. A student volunteer is to gather the forms, replace them in the class envelope and return them by hand or campus mail to a departmental office (Room 529 or 455). All original and tabulated data is returned to the faculty member to be used as the faculty member wishes-although the single student ratings score is also available to the Faculty Evaluations Committee and will be considered in the development of personnel decisions.

Bias: Although it is possible-even likely--that some types of classes regularly produce higher ratings than other types of classes, these possible biases may be corrected through a negotiation with the departmental chairperson to obtain a fairer assignment of classes--or through calling the possible biases to the attention of relevant personnel committees.

Reliability: When used with classes of more than ten to fifteen students, each of the three relevant questions produces an analysis of variance-produced estimate of reliability that is quite high (.85 to .93). Although there is little evidence that students are completely capable of evaluating all aspects of faculty performance, there is no reason to believe that students can not provide an estimate of their perception of the teacher's effectiveness, of the total course experience, and of their own learning. The high within-class consistency of most ratings questions tends to support this belief-as does approximately 40 years of extensive ratings use at a variety of colleges.

FUNCTION I OF THE STUDENT DESCRIPTION:

One major function of this questionnaire is to produce reliable, objective, comparable data describing student perceptions of classroom teaching effectiveness. This data is made available to faculty to permit them to include such an evaluation of their teaching in their personnel files and thereby permit them to increase the weight of the teaching function on the scale of the personnel decision process. Hopefully, this additional incorporation of the evaluation of classroom instruction into personnel decisions will provide rewards for those teachers who devote a considerable degree of time and effort to the improvement of their teaching.

Page 1 of the Description: Function I:

Page 1 of the Student Description of Teaching is intended to serve this function of providing reliable and comparable data concerning student perceptions of classroom instructional effectiveness. Teachers using the Description to produce comparable data should use the entire front page in the manner suggested in the directions for the resulting data to be comparable from class to class.

Questions 1-5:

The first five questions of the form are intended to orient students to some teacher characteristics which are frequently valued by students and which represent factors frequently presented in the research literature. These particular five factors are described in a manner similar to those factors discovered by Hildebrand, Wilson, and Dienst (1971) to differentiate between multiply-nominated "best" and "worst" teachers during their three-year study of University of California faculty. These factors are also similar to characteristics valued by over 300 BGSU students who were asked to describe their "best" teachers.

Questions 6-8:

These three questions are intended to elicit student opinions regarding teacher effectiveness. Question #6 is an undefined, general reflection of the students' opinions of the teacher's effectiveness. Question #7 is intended to reflect the instructor as the person most responsible for the total learning environment; and Question #8 is intended to reflect the instructor as the facilitator of significant and valued student accomplishment. Faculty, departments, programs or colleges may choose whichever of these general questions they believe to be the most valid indicator of teacher effectiveness. Such a general, nonbehavioral question (or combination of questions) was chosen as a measure of student perceived teaching effectiveness to avoid the presentation of a particular model of effective teaching which teachers would be encouraged to emulate. Although there are patterns of teacher behaviors which are valued by many students, there seems to be little evidence that all teachers need

to conform to any particular behavioral pattern in order to be effective teachers. General questions--if preceeded by some indications of characteristics valued in some teaching situations--seem to permit students to generate their own models of teacher effectiveness and avoid imposing a model which may not be relevant to a particular class or teaching style. The reliability typically achieved in a single individual's test score by combining responses to many questions can be produced in student ratings by combining the responses of many students to the same question (or to small sets of questions).

Questions 9-12:

These questions were intended to determine the relationships which might exist between student grade point average, expected grade, and student ratings. Question #12 is intended to encourage teachers to leave the classroom while students complete the questionnaire.

The open-ended questions at the bottom on page 1 are intended to produce student suggestions and probably can be omitted without affecting the comparability of the preceeding responses.

FUNCTION II: PROVISION OF STUDENT OPINIONS FOR TEACHER SELF-IMPROVEMENT

The second major function of the Description is to provide teachers with student opinions concerning a variety of teacher or course characteristics. The data produced from the numerical questions on the first page of the form may provide the teacher with some useful information which could serve as a starting point for course improvement. In most cases, these questions are too general to provide much more than a starting point.

The Student Description of Teaching form provides three approaches which permit the teacher to gain more specific and focused student opinions:

(1) The open-ended questions at the botton of the front page may elicit useful information--especially if the student is permitted enough time, encouragement (and possibly enough advance notice) to respond in a considered manner.

(2) The three sets of numerical questions on the back of the form (13-15, 16-19, and 20-43) represent many areas of possible concern. Student responses to any or all of these questions may provide useful information to the teacher.

(3) Individual teachers are encouraged to develop their own questions which they believe to be valid for their own particular classes. The Description will permit the addition of up to 27 teacher-constructed or teacher-selected questions. These questions should be numbered from 44 to 70 so as not to be confused with the form's standardized questions. Each question may have up to nine possible answers which should be numbered from 1 to 9. The computer printout will provide a response distribution indicating the percentage of students that responded to each possible answer of these questions as well as the average (mean) response to each question. Teachers may use this option to elicit information concerning specific classroom activities such as student appreciation of a series of movies or other presentations--or for any other purpose.

How to Modify the Form:

There are a variety of ways that teachers may modify the form to meet their own needs--although those wishing comparable data to support personnel decisions should not modify any part of the front of the form--except the bottom of the page, open-ended questions. Teachers may print their own forms with the front of the form unchanged, but the back modified so that the unwanted questions are omitted. Please do not rearrange the question numbers of those questions that are not omitted or the results of other teachers will become confused. The teacher may attach a separate page(s) of their own questions--or a combination of both our questions and theirs--with whatever directions are appropriate. (Repeated Warning: If you use any of our questions, please use the question numbers and the answer keys that are now associated with these questions--and if you add your own questions, please number them from 44 to 70.)

Form Availability:

Regular faculty may obtain either single copies of the form or classroom quantities of the form and associated IBM 555 answer sheets from: Cathy Long, EDFI Department, BGSU. If classroom quantities are desired, faculty should inform us as to: section numbers, department and course names, teacher name, and class sizes. Graduate teaching assistants should mail a similar request to: G. Stang, EDFI Department, BGSU.

Data Processing and Feedback to Faculty:

The courteous and efficient assistance provided by the Computer Services staff permit us to return a computer printout of student responses to faculty. A reduced, xerox copy of several of these printout pages is attached. One of these pages is intended for personnel file use, but faculty are free to duplicate all or any part of this printout and place it in their personnel files. In order to identify and return this data to faculty, we require a completed Faculty Data Sheet for each class. Some of this data permits us to return the printout while some of it assists us to monitor our procedures. A copy of this data sheet is attached.

RELIABILITY, VALIDITY, BIAS

Reliability:

An estimate of the reliability of a single question can be obtained by comparing the variability of the responses produced by different students taught by a teacher (or by students within any one class) with the variability existing between different teachers or between different classes. Using this approach, the reliability coefficients associated with the three general questions tends to range from around .70 to .85 for small classes of under ten students, and usually .88 to .93 for classes with more than twenty students. Although different students do respond differently to the same teachers, the differences between teachers are considerably greater.

Validity:

Most surveys of student ratings research seem to indicate that general student ratings do correlate to some degree with other measures of teaching effectiveness. Correlations with peer ratings are usually moderate to moderately high, and correlations with observer or alumni ratings are similar. Correlations with student learning gain as measured by achievement test scores are typically positive and persisitent, but usually low. Correlations of achievement test gain and ratings questions directly related to learning--usually questions similar to Description Question #8--are frequently reported to be moderate (around 0.6). We have no evidence that Description Question #8 is correlated with learning gain since we have not had access to groups of teachers using the same measures of achievment, but the question itself is closely modeled after those questions which have produced these correlations. Our correlations between faculty peer ratings, faculty evaluation committee ratings, and Description ratings are, however, very similar to those most frequently reported in the literature.

Bias:

Our data and that reported in the literature are quite similar in regard to bias. General ratings (other than those reflecting clarity of course objectives) do not tend to be associated in any clear way with student grade point average--although this may vary from teacher to teacher. Student expected grade and general ratings do tend to be associated at a low but persistent level (r = .11 to .20)--especially ratings of the value of the total experience and ratings of the perceived learning. Graduate classes and classes chosen by the student because of student interests or teacher's reputations do tend to be rated more highly than undergraduate classes and classes chosen for other reasons.

We are now in the process of reanalyzing the ratings data produced from the 300 to 400 classes using student description each term for the last two years. Results should be available by the Summer of 1976.

SSH2/5

TO: STUDENTS (DEPARTMENT OF POPULAR CULTURE)

INSTRUCTIONS FOR FILLING OUT THE COURSE EVALUATIONS

The following evaluation was designed to determine your reaction to the course and your instructor. The results will be used for making course changes, for choosing textbooks, and for improving instruction. To insure your anonymity, the evaluation will be administered by one of the members of your class. Please fill out the form as completely as possible, sign it if you wish, and return it to the student assigned to bring the forms to the secretary at the office of the Department of Popular Culture. Your instructor will not see the results of the evaluation until after your grade has been turned in to the registrar. Be assured, therefore, that your responses on the evaluation can in no way jeopardize your chances of passing the course.

a.) Year - Fr. Soph. Junior Senior (circle one)

b.) My probable grade in the course will be _____

c.) My approximate grade point average is _____

d.) I attended class about - 25% 50% 75% 100% of the time (circle one)

e.) I did my reading and written assignments - a.) on time b.) most of the time c.) sometimes d.) seldom (circle one)

Thank you for taking the time to fill out the attached course evaluation form. You are providing the department and the course instructor with valuable information which will be used for improving classroom instruction and for planning future course offerings.

In some cases, however, this form does not adequately allow for expression of individual reactions, positive or negative, to a particular course or instructor. If this is true in your case, we would urge you to write a note to the Chairman of the Department of Popular Culture expressing those individual reactions in your own language. Such statements, because of their unusual nature are taken very seriously by the administration and staff of our department. We welcome any such correspondence.

PART I

EVALUATION

1. Does your instructor seem to be interested in teaching Popular Culture? Has he/she increased your interest and enthusiasm for Popular Culture?

HE/SHE SEEMS UNINTERESTED 1 2 3 4 5 HE/SHE SEEMS INTERESTED

2. Did your instructor put the material across in an interesting way?

GENERALLY DULL 1 2 3 4 5 USUALLY VERY INTERESTING

3. How does your instructor relate to you? Is he/she sensitive to your feelings and problems? Is he/she encouraging when you do something particularly well? Does your instructor make you feel free to ask questions, disagree, express your opinions, ideas, etc.?

NOT HELPFUL UNAWARE INTOLERANT 1 2 3 4 5 ACTIVELY HELPFUL RESPONSIVE TOLERANT

4. Does your instructor communicate the purposes of assignments, experiences, and exercises? Does your instructor use enough examples or illustrations to clarify the material?

LITTLE CLARIFICATION EXPLANATION 1 2 3 4 5 ADEQUATE CLARIFICATION EXPLANATION

5. Does your instructor tend to dwell on the obvious or does he/she introduce and encourage new and interesting ideas?

DISCOVERED NOTHING 1 2 3 4 5 DISCOVERED A GREAT DEAL

6. Would you recommend this instructor to others?

ABSOLUTELY NOT RECOMMEND 1 2 3 4 5 RECOMMEND WITHOUT HESITATION

7. Your overall rating of the instructor?

A B C D F

8. What textbooks did your use? List them. How would you rate the textbook used in your section? Comment on each.

A. _____	WORTHLESS	1	2	3	4	5	VALUABLE
B. _____	WORTHLESS	1	2	3	4	5	VALUABLE
C. _____	WORTHLESS	1	2	3	4	5	VALUABLE
D. _____	WORTHLESS	1	2	3	4	5	VALUABLE

PART II

COMMENTS

1. What particular lessons, units, experiences would you wish the instructor to repeat if you were to take the course again?

2. Which would you wish to be deleted?

3. Can you suggest any new lesson ideas? What supplementary materials (audio-visual materials, handouts, etc.) were particularly useful?

4. Comment please on the three questions in Part I that related most closely to the overall success or failure of the course.

→

Course Evaluation PSYCHOLOGY

Course: _____ Instructor: _____

I. Would you please give your evaluation of:

a) The use of class time (includes laboratory, demonstrations, etc.).

b) The text and assigned readings.

c) Grading practices (exams, papers, reports, etc.).

II. How much did you learn in this course relative to other courses you have taken?

III Make any other comments you wish.

STUDENT EVALUATION
DEPARTMENT OF MILITARY SCIENCE
BOWLING GREEN STATE UNIVERSITY

Student evaluation gives you, the student, an opportunity to evaluate the effectiveness of your instructor and the quality of the ROTC program. The information obtained from your response is used for two purposes: (1) to provide feed back to the instructor as to how effective his teaching techniques are and highlight areas where improvement may be required, (2) as a source of information to improve the overall ROTC program. Therefore, please attempt to evaluate your instructor and the ROTC program as objectively as possible. Your cooperation will be greatly appreciated.

PART I
Instructor Evaluation

(Strongly Agree, Agree, Disagree, Strongly Disagree, Not applicable)	SA	A	D	SD	NA
1. The instructor's objectives for the course were made clear.	___	___	___	___	___
2. The instructor was well prepared for each class.	___	___	___	___	___
3. Examinations reflected the important concepts of the course.	___	___	___	___	___
4. The instructor provided adequate feedback on my progress.	___	___	___	___	___
5. The instructor was willing to consider viewpoints.	___	___	___	___	___
6. The instructor was readily available for consultation with students.	___	___	___	___	___
7. The instructor seemed cooperative and genuinely concerned with students' progress.	___	___	___	___	___
8. The instructor assisted me in learning the subject matter.	___	___	___	___	___
9. The instructor's objectives for the course were accomplished.	___	___	___	___	___
10. Student participation was a valuable integral part of this course.	___	___	___	___	___

11. Compared to other professors, how effective has this professor been? (Circle one).

one of the most effective	more effective than most	about average	not as effective as most	one of the least effective

Department of Romance Languages
Course Evaluation Form

The purpose of this questionnaire is to improve teaching. The results will be given to the teacher and to those of his colleagues and administrators who must judge his performance. These results will not be given to the teacher until the grades have been turned in for the course. He will never see the individual questionnaires but will be given a composite of the class. If you write comments at the end, they will be typewritten by a secretary; the teacher will not see your handwriting. Marks made in the left hand columns are favorable to the teacher; those to the right are unfavorable.

If you do not feel qualified to answer a question, or if i does not apply leave the spaces blank. The person administering this questionnaire may ask you to skip certain questions.

- - - -

14. Does he return papers within a reasonable length of time? _____ _____ _____ _____ _____

15. Considering everthing how would you rate this teacher?

Excellent Very Good Good Fair Poor

If you have comments on the course, on the text, or on anything else, please write them on the back of the IBM sheet. The following questions apply to certain courses; please read the instructions carefully to see if they apply to you.

If this course is Educ. 373, Fr. 112, 113, 211, 212, 455, Latin 480, 481. 485, 486, Romance Languages 111, Sp. 112, 113, 211, 212, 455, do not answer questions 16 and 17.

16. Does he use the foreign language in class? _____ _____ _____ _____ _____

17. Does he encourage the students to use the foreign language? _____ _____ _____ _____ _____

Answer questions 18 and 19 only if this course is a literature course in the original language and has a 400 or 500 level number.

18. Does he encourage critical analysis? _____ _____ _____ _____ _____

19. Does he suggest direction for further research? _____ _____ _____ _____ _____

DEPARTMENT OF LEGAL STUDIES

Bowling Green State University
Bowling Green, Ohio 43403

STUDENT EVALUATION OF INSTRUCTOR

COURSE NUMBER AND TITLE _____

INSTRUCTOR'S NAME _____

You are being asked to grade your instructor on his overall teaching effectiveness.

Indicate in a brief statement the factors which you consider significant about the instructor of this course.

How do you believe this instructor could improve his/her teaching effectiveness?

Please circle the letter grade which you assign to this instructor.

A	B	C	D	F
(Excellent)	(Good)	(Average)	(Poor)	(Unsatisfactory)

NOTE: THE RESULTS OF THIS RATING BY STUDENTS ARE TO BE DELIVERED DIRECTLY TO THE DEPARTMENT CHAIRMAN. THE RESULTS WILL NOT BE MADE KNOWN TO THE INSTRUCTOR UNTIL FINAL GRADES HAVE BEEN ISSUED.

DEPARTMENT OF ECONOMICS
Bowling Green State University
Bowling Green, Ohio 43403

STUDENT EVALUATION OF INSTRUCTOR

COURSE NUMBER AND TITLE_____

INSTRUCTOR'S NAME_____

Indicate in a brief statement the factors which you consider significant about the instructor of this course.

How do you believe this instructor could improve his/her teaching effectiveness?

Please circle the letter grade which you assign to this instructor.

A	B	C	D	F
(Excellent)	(Good)	(Average)	(Poor)	(Unsatisfactory)

NOTE: THE RESULTS OF THIS RATING BY STUDENTS WILL NOT BE MADE KNOWN TO THE INSTRUCTOR UNTIL AFTER FINAL GRADES HAVE BEEN RECORDED.

ASSESSMENT OF TEACHING IN SOCIOLOGY

(A) Please circle your evaluation of the instructor in terms of the following items:

1.	Organization and presentation of course material	EXCELLENT a	GOOD b	AVERAGE c	FAIR d	POOR e
2.	General attitude toward students	EXCELLENT a	GOOD b	AVERAGE c	FAIR d	POOR e
3.	Recommend this instructor to other students?	YES a	b	MAYBE c	d	NO e
4.	Take another course from this instructor?	YES a	b	MAYBE c	d	NO e
5.	Compared to other instructors you have had at BGSU, how would you rate this one?	MUCH BETTER a	SOMEWHAT BETTER b	ABOUT THE SAME c	NOT QUITE AS GOOD d	NOT AS GOOD e
6.	What "grade" would you assign to this instructor?	EXCELLENT a	GOOD b	AVERAGE c	FAIR d	POOR e

(B) Please circle your evaluation of the course in terms of the following:

7.	Degree to which you learned something	LEARNED A LOT a	b	LEARNED SOME c	d	LEARNED LITTLE e
8.	Degree to which it was interesting or enjoyable	VERY ENJOYABLE a	b	SOMEWHAT ENJOYABLE c	d	DID NOT ENJOY e
9.	Fairness of examinations	VERY FAIR a	b	SOMEWHAT FAIR c	d	NOT FAIR e
10.	Overall evaluation of the course	EXCELLENT a	GOOD b	AVERAGE c	FAIR d	POOR e
11.	Recommend this course to other students?	YES a	b	MAYBE c	d	NO e
12.	This course is required for my major or minor or group requirements	YES a		DON'T KNOW c		NO e
13.	What grade do you expect in this course?	A	B	C	D	F

Feel free to write on the other side any comments (criticisms, compliments, suggestions for improvements, etc.) you would like to make about either the course or the instructor.

used Fall 1976

DEPARTMENT OF COMPUTER SCIENCE
COURSE AND INSTRUCTOR EVALUATION

NOTE: Your carefully considered responses to these questions are sought in order to assist the department and the instructor in evaluating the quality of instruction. The responses received will be shared with the instructor after final grades for the quarter have been submitted.

PART A. GENERAL INFORMATION

QUARTER: FALL WINTER SPRING SUMMER

YEAR: 19 _____

COURSE NUMBER: CS _____ SECTION NUMBER: ___ ___ ___ ___

INSTRUCTOR'S LAST NAME: _____

GRADE EXPECTED: A B C D F S U

PART B. OBJECTIVE QUESTIONS

Respond to the following items on the mark-sense form using pencil. Write the section number in the upper right corner. Use the following code in responding to each item:

A = Superior
B = Good
C = Average
D = Below Average
E = Poor

1. course organization
2. instructor's scholarship
3. instructor's concern for individual students
4. amount of student learning
5. overall rating of instructor
6. preparation for class
7. openness to student questions
8. ability to motivate students to learn
9. ability to lecture clearly
10. interprets difficult or abstract ideas clearly
11. makes good use of examples and illustrations to clarify
12. is available for personal consultation
13. the textbook
14. overall quality of course
15. quality of test questions
16. frequency of tests and quizzes
17. quality of homework assignments and programs
18. frequency of homework assignments and programs
19. fairness in grading tests and assignments
20. uses class time effectively
21. clearly describes what is expected of the student
22. instructor's enthusiasm

(OVER)

PART C. ADDITIONAL QUESTIONS

1. Would you recommend that a friend planning to take this course next quarter should choose this instructor? Why (optional)?

2. What things has the instructor done especially well in the teaching of this course?

3. What things might be done to improve the teaching of this course?

(OVER)

PHYSICS COURSE/INSTRUCTOR EVALUATION FORM

Course #_____ Instructor _____ Date _____ Class (Fr, So, etc) _____

1. What suggestions can you make to improve this course?

2. What was especially effective in this course?

3. Comment on the laboratory portion of the course <u>if there was one</u>.

4. Any further comments?

BOWLING GREEN STATE UNIVERSITY

SPEECH DEPARTMENT

COURSE AND INSTRUCTOR EVALUATION

This questionnaire is *part* of an effort to assess the quality of instruction in the Speech Department. The results will help teachers to improve their work and will assist administrators in making decisions about assignments, advancement, etc. Please answer each question carefully and candidly. Indicate your ratings on the IBM answer sheet.

1. My college is:
   1) Arts and Sciences
   2) Education
   3) Business Administration
   4) School of Music
   5) Graduate School

2. Are you a major in the Speech Department?
   1) Yes
   2) No

3. What is your major?
   1) Radio, Television, and Film area
   2) Rhetoric and Communication
   3) Speech Pathology and Audiology
   4) Theatre
   5) General Speech
   6) Speech Education
   7) Other

4. My status at BGSU is:
   1) Freshman
   2) Sophomore
   3) Junior
   4) Senior
   5) Graduate Student

5. My cumulative BGSU gradepoint is (indicate range):
   1) 3.50 – 4.00
   2) 3.00 – 3.49
   3) 2.50 – 2.99
   4) 2.00 – 2.49
   5) below 2.00

6. This course was (indicate the *strongest* motive):
   1) Required for my major
   2) Required for my minor
   3) Required or elected to fulfill a group or college requirement
   4) Elected because of an interest in the subject
   5) Elected because I heard the teacher was good

7. As of this moment, what do you think your final grade for this course will be?
   1) A
   2) B
   3) C
   4) D
   5) F

8. Overall, as far as you can tell at this point, has this instructor been fair in his evaluation of you?
   1) Definitely fair
   2) Somewhat fair
   3) Average
   4) Somewhat unfair
   5) Definitely unfair

9. How would you rate this instructors's academic standards?
   1) Very high
   2) High
   3) Average
   4) Low
   5) Very low

10. How much effort would you say you put into this course?
    1) Very much
    2) Much
    3) Average
    4) Little
    5) Very little

INSTRUCTOR RATING SCALE

Each of the following evaluation scales is divided into three sections. Each section is divided into two degrees and numbered accordingly from 1 to 6, 1 being the highest evaluation on any scale and 6 being the lowest. In rating, fill in the space on the IBM answer sheet which corresponds to the number you wish to assign for each scale. Not all scales apply to every course. If the scale does not seem to apply mark "O" on the answer sheet.

	1 2	3 4	5 6	0
11 ORGANIZATION OF COURSE MATERIAL	Well organized; shows thoughtful planning.	Some organization but not always clear.	Lacks organization; planning seems vague.	Does not apply.
12 PREPARATION FOR EACH CLASS	Shows definite evidence of careful preparation.	Shows some preparation; average knowledge of course.	Not well prepared; knowledge inaccurate at times.	Does not apply.
13 ENTHUSIASM AND INTEREST IN COURSE	Keeps up steady interest and enthusiasm. Inspires interest in subject.	Appears to be reasonably interested.	Seems to teach course without enthusiasm.	Does not apply.
14 ASSIGNMENTS	Students understand the tasks of each new assignment. Students know what is desired.	Sometimes rather indefinite; without clear planning.	Usually hurriedly given; rather vague; sometimes very unreasonable.	Does not apply.
15 CONCEPT SELECTION	Usually selects important ideas; broadens student view points.	Sometimes overlooks important points, spending time on insignificant details.	Frequently misses important ideas; overemphasizes trival details.	Does not apply.
16 ENCOURAGES CLASS DISCUSSION AND QUESTIONS	Questions challenging; demand sound thinking; discussions interesting and stimulating.	Questions rather easy and simple; memorized facts emphasized.	Discussion sometimes without purpose; discussions frequently ramble.	Does not apply
17 POISE AND SELF-CONFIDENCE	Well poised; sure of self; not easily upset.	Seems embarrassed at times; fairly self-confident.	Easily upset; uncertain as to procedure; lacks confidence.	Does not apply.
18 EXAMINATIONS	Questions thought-provoking; carefully selected; clear.	Questions usually factual; require little thinking.	Examinations poorly planned and managed; ambiguous questions.	Does not apply.
19 SUBJECT MASTERY	Excellent mastery of subject; has broad interests.	Knowledge fair but without depth.	Knowledge frequently inadequate. Instructor seems vague.	Does not apply.
20 ABILITY TO MAINTAIN STUDENT INTEREST	Usually keeps steady interest in subject; stimulates thinking.	Students have average amount of interest.	Classes drag and students are indifferent.	Does not apply.
21 TOLERANCE	Encourages students to express opinions even though they differ with the instructor's ideas.	At times appears to be disturbed and impatient when students oppose instructor's views.	Resents opposition, intolerant.	Does not apply.
22 SENSE OF HUMOR	Possesses keen sense of humor.	Moderately humorous at times.	Shows little or no sense of humor; quite sober and serious.	Does not apply.
23 RELATIONSHIP BETWEEN STUDENTS AND INSTRUCTOR	Attitude of friendliness; feeling of mutual interest; easily approached.	Neither ill-will nor friendliness prevails; attitude somewhat indifferent.	Considerable spirit of antagonism between students and instructor.	Does not apply.
24 OVERALL TEACHING SKILL	Produces steady interest in subject; creates real desire; keeps things moving.	Teaching procedure seldom changes; student interest moderate.	Classes tend to be dry and uninteresting; class period drags.	Does not apply.

TO: All Speech Department Teaching Faculty

FROM: Professor David W. Clark

RE: Teaching Evaluation--Time Is Here Again

Teaching evaluation forms are now available in the Speech Office. Please take note of these instructions:

1. Have your students begin using column 1 of the answer sheet to respond to the first question. The column on the answer sheet should correspond to the question being answered. Students should finish up in column 24 of the answer sheet.

2. Note that NO CLASS NUMBER should be put on the answer sheet. Simply make certain the sheets are put in the correct envelope.

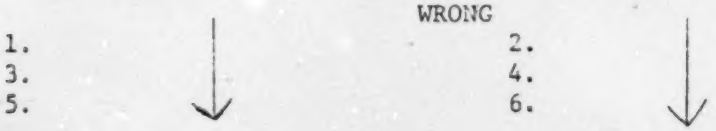
3. Please note that the answer sheets are arrayed with numbers going across the page from left to right.
Example:

RIGHT

1. ----------> 2. ---------->
3. ----------> 4. ---------->
5. ----------> 6. ---------->
etc. etc.

Should the student proceed down a column rather than across the columns, the answers would be unusable.

WRONG



4. Please arrange to have a student administer the forms to your class. Have them taken directly to the Speech Office.

COLLEGE OF MUSICAL ARTS

EVALUATION OF TEACHING PROFICIENCY

TO INSTRUCTOR: This form can be used in conjunction with the optional answer spaces at the foot of the BGSU evaluation form or in conjunction with the standard IBM multiple-choice answer sheet.

TO STUDENT: Do not mark between any two choices.

	A always or yes	B usually	C occasionally	D rarely	E never or no
1. Does the teacher meet the class regularly and on time?					
2. Do you?					
3. Is he well-prepared?					
4. Are you?					
5. Does he indicate convincingly an understanding of his subject matter?					
6. Does he stimulate interest in learning?					
7. Does he expect you to perform to the best of your ability?					
8. Do you?					
9. Does he explain the material efficiently?					
10. Are you aware of how the various elements being learned are related to each other?					
11. Are your assignments clear?					
12. Do you carry them out as instructed					
13. Is the teacher fair in his assignments and tests?					
14. When required, are papers and oral presentations a learning experience?					
15. With what frequency are the required texts used?					
16. Does the subject matter ever relate to other courses which you are taking?					
17. Does the subject matter relate to activities or conversations out of school?					

18. Considering everything, how would you grade this teacher? Circle one.

A B C D F

19. "To the best of my knowledge, my grade in this course is presently:" (Circle one)

A B C D F

20. Compared to what you have learned in other courses, the amount learned from this course has been: (Circle one)
(a) Exceptional (b) more than expected (c) what was expected (d) less than expected (e) very little.

(over)

EVALUATION OF TEACHING ASSISTANT'S PROFICIENCY

(Complete items 21-26 only if applicable)

	A always or yes	B usually	C occasionally	D rarely	E never or no
21. Does the assistant meet the class regularly and on time?					
22. Is he well-prepared?					
23. Does he indicate convincingly an understanding of his subject matter?					
24. Are you aware of how the various elements being learned are related to each other?					
25. To what degree does the professor rely on his assistant for teaching?					

26. Considering everything, how would you grade this assistant?

A B C D F (Circle one)

WRITE A PROSE EVALUATION OF THE COURSE. Use the remainder of this page.

COURSE EVALUATION QUESTIONNAIRE

© 1972 UNIVERSITY OF ILLINOIS

1. PRINT INSTRUCTOR'S LAST NAME HERE
   WRITE IDENTIFICATION INFORMATION BELOW
2. RESPOND TO THE ITEMS PRESENTED FRANKLY AND COMPLETELY - ONE RESPONSE PER ITEM
   (A SAMPLE MARK AND RESPONSE CODE)
4. USE PENCIL ONLY - DO NOT USE PEN, BALL POINT, OR INK OF ANY KIND

1. TODAY'S DATE

1	0	1	2	3	4	MONTH	5	6	7	8	9
	0	1	2	3	4		5	6	7	8	9
2	0	1	2	3	4	YEAR	5	6	7	8	9

2. ARE YOU

MALE FEMALE

3. COLLEGE

ED BUS ART & SC. MUS GRAD OTHER OTHER

4. ARE YOU

FRES SOPH JR SR GRAD OTHER

5. GRADE THIS COURSE IN COMPARISON TO YOUR OTHER COURSES THIS SEMESTER.

A B C D E

6. GRADE THIS INSTRUCTOR IN COMPARISON TO YOUR OTHER INSTRUCTORS THIS SEMESTER

A B C D E

7. COURSE CODE

1										
2	0	1	2	3	4		5	6	7	8	9
3	0	1	2	3	4		5	6	7	8	9
4	0	1	2	3	4		5	6	7	8	9

8. LECTURE BEGINS AT

8 9 10 11 12 1 2 3 4 OTHER

9. EXPECTED GRADE IN THIS COURSE

A B C D E PASS FAIL

10. IS THIS COURSE

REQUIRED ELECTIVE

11. THIS COURSE IS WITHIN YOUR

MAJOR MINOR

SAMPLE MARKS:

USE PENCIL ONLY

	SA	A	D	SD
1	▬			
2			▬	
3		▬		
4				▬

RESPONSE CODE:

- MARK SA IF YOU STRONGLY AGREE WITH THE ITEM
- MARK A IF YOU AGREE MODERATELY WITH THE ITEM
- MARK D IF YOU DISAGREE MODERATELY WITH THE ITEM
- MARK SD IF YOU STRONGLY DISAGREE WITH THE ITEM

1	SA	A	D	SD	Overall, the course was good
2	SA	A	D	SD	The textbook was very good.
3	SA	A	D	SD	The instructor seemed to be interested in students as persons.
4	SA	A	D	SD	More courses should be taught this way.
5	SA	A	D	SD	The course held my interest.
6	SA	A	D	SD	It was easy to remain attentive.
7	SA	A	D	SD	The course material seemed worthwhile.
8	SA	A	D	SD	Homework assignments were helpful in understanding the course
9	SA	A	D	SD	The instructor had a thorough knowledge of his subject matter.
10	SA	A	D	SD	The instructor encouraged the development of new viewpoints and appreciations.
11	SA	A	D	SD	The content of the course was good
12	SA	A	D	SD	The course increased my general knowledge
13	SA	A	D	SD	The types of test questions used were good
14	SA	A	D	SD	Held my attention throughout the course
15	SA	A	D	SD	It was a very worthwhile course.
16	SA	A	D	SD	The way in which this course was taught results in better student learning.
17	SA	A	D	SD	Material in the course was easy to follow.
18	SA	A	D	SD	It was quite interesting.
19	SA	A	D	SD	I think that the course was taught quite well.
20	SA	A	D	SD	Excellent course content.
21	SA	A	D	SD	Generally, the course was well organized.
22	SA	A	D	SD	The instructor exhibited professional dignity and bearing in the classroom.
23	SA	A	D	SD	The course was quite useful.
24	SA	A	D	SD	I would take another course that was taught this way.

COMPLETE SECTIONS BELOW ACCORDING TO YOUR INSTRUCTOR'S DIRECTIONS. OPTIONAL -- ITEMS 25 – 64

25	SA	A	D	SD	35	SA	A	D	SD	45	SA	A	D	SD	55	SA	A	D	SD
26	SA	A	D	SD	36	SA	A	D	SD	46	SA	A	D	SD	56	SA	A	D	SD
27	SA	A	D	SD	37	SA	A	D	SD	47	SA	A	D	SD	57	SA	A	D	SD
28	SA	A	D	SD	38	SA	A	D	SD	48	SA	A	D	SD	58	SA	A	D	SD
29	SA	A	D	SD	39	SA	A	D	SD	49	SA	A	D	SD	59	SA	A	D	SD
30	SA	A	D	SD	40	SA	A	D	SD	50	SA	A	D	SD	60	SA	A	D	SD
31	SA	A	D	SD	41	SA	A	D	SD	51	SA	A	D	SD	61	SA	A	D	SD
32	SA	A	D	SD	42	SA	A	D	SD	52	SA	A	D	SD	62	SA	A	D	SD
33	SA	A	D	SD	43	SA	A	D	SD	53	SA	A	D	SD	63	SA	A	D	SD
34	SA	A	D	SD	44	SA	A	D	SD	54	SA	A	D	SD	64	SA	A	D	SD

Part II: Split-screen TV Procedures and Forms

A SYNTHESIS APPROACH TO TEACHER SELF EVALUATION
An Alternative To Traditional Teacher Evaluation Using The Medium Of Split Screen Video Taping

William C. Moritz, Project Director
2345 Detroit Avenue
Maumee, Ohio 43537
(419) 893-4611

With the support of E.S.E.A. Title III funding, an experimental self-evaluation project for teachers, using the medium of split screen video-taping, was initiated in Maumee City Schools at Gateway Middle School during the 1971-1972 school year and continued during the 1972-1973 school year. With the ending of Title III funding, we have included elementary and high school teachers as well as additional middle school teachers. The primary thrust of the project is to develop a viable alternative to traditional evaluation which will provide a positive self-evaluation process for teachers to use in modifying their teaching behaviors and create a more positive classroom environment which, in turn, suggests the students of these teachers will achieve more scholastically than those students of teachers involved in the traditional evaluation process, as carried out by an administrator.

An acceptance of the following basic assumptions is important to the complete understanding of the rationale of this project.

1. Administrators and supervisors will be more effective if they perform the role of a facilitator for teachers to use self-evaluation to bring about changes in teachers' behaviors.
2. Teachers need an accurate method of recording and playing back a reproduction of the total classroom behavior patterns during teaching-learning situations, if they are to analyze them objectively.
3. Teachers need an objective system of analyzing their own behavior and the behavior of their students, if they are to make worthwhile self-evaluations.
4. Video-taping on a split screen format provides the observers, both the teacher on tape and the professional staff member, with immedi-

ate playback of the teacher's behavior and the students' reactions to the teacher. This provides the teacher with feedback on behaviors of himself and his students of which he may have been unaware during the taped teaching episode. First, because his behavior, especially the nonverbal, may have been perceived by his students much differently than he had intended it to be. Second, because teachers (people in general) tend to see and listen to communications which are agreeable to their pre-existent tastes, motives and ideas i.e., their predispositions, thus often reducing much of the so-called effects of communications to nothing but a selective process. Viewing and analyzing the playback on a split-screen will provide the teacher with an opportunity to overcome his predispositions and accept the actual perceptions of his students. If this is done in a non-threatening atmosphere, actual behavioral change in a positive direction on the part of the teacher should occur. Concomitantly, as students perceive their teacher in a more positive sense, their motivation will improve with some increase in achievement resulting.

The results obtained through the evaluation of the program at the end of its first year of operation indicated that students of teachers participating in the experimental self-evaluation program displayed more positive attitudes toward these teachers while the teachers displayed a more positive attitude toward teacher evaluation procedures, teaching and students in general.

The program, in its second year of operation, included seventeen teachers who volunteered to utilize the new self-evaluation method. Thirteen of these personnel were involved in the program from its beginning, and five of the teachers were new to the program.

All teachers were video taped on a split screen format on three occasions one month apart. These teachers viewed each video tape and evaluated their performance through the use of objective verbal (modified Flanders) and non-verbal (Galloway) criteria. In addition, students of these teachers were given a pre and post test entitled "About My Teacher", as it is assumed that a student's perception of a teacher is an indication of the total classroom climate which affects student motivation.

Six of the teachers in the second year were responsible for complete self-evaluation, seven teachers did their self-evaluation in conjunction with the principal, and the five teachers new to the program did their self-evaluation in conjunction with two of the original teachers. In this way, three different approaches were evaluated for effectiveness.

In the third year, eleven additional teachers were phased into the process with the previous teachers continuing to utilize the process within a context which best fitted their individual needs. The fourth year has seen seventeen additional teachers enter the program. The key words in describing the attitude of the teacher are; personal involvement and enthusiasm. They freely verbalize a growing positive feeling related to their self-concept as a teacher. They really feel as if they "have a handle" on what they are doing in the classroom. Most of the teachers share their video tapes with whomever might be interested in looking at them--they have overcome the personal threat which is a powerful inhibiting factor to change.

During the 1974-1975 school year thirty one school districts in Ohio involving some seven hundred and fifty teachers and administrators are in the process of adapting this project through State of Ohio E.S.E.A. Title III Adaptation funding. Fulton County, Ohio is implementing the project in six local districts involving seventy teachers funded by a U.S.O.E. Title III 306 grant.

We have received over two hundred requests for information about the

project from thirty eight states and two Canadian provinces.

The mechanics of the taping are relatively simple in that a camera with a wide angle lens is focused on the class and positioned out of the way in a corner. A technician (this could be a well-trained student at the junior or senior high) operates the zoom lens camera, controls the sound level, etc., from the back of the room with all of his equipment on a standard audio visual cart. Two microphones on booms are used to pick up teacher and student audio. The inclusion of the technician and the various video tape gear in the classroom have little or no effect on the conduct of the class. Both teachers and students become "veterans" very quickly in working with the process; and for all intents and purposes, it is a "normal" classroom.

A six hour as well as one three hour workshop for those teachers who participate in the new evaluation program, is scheduled before the evaluation process begins to acquaint the teachers with the theory, objectives, materials and process of the program. In addition, two three hour seminars are attended to provide the needed reinforcement to teachers as they proceed through their tapings and self-evaluation.

Finally, each of the teachers participating in the program are asked to complete a pre and post Self-Evaluation instrument in order to accurately help each teacher determine his or her self-concept of classroom performance.

It is hoped that this self-evaluation process will to a large degree replace the traditional method now used within the district. The ongoing cost of the self-evaluation process is nominal as each teacher will eventually evaluate themselves entirely as the philosophy inherent in the self-evaluation process becomes internalized. The primary cost to implement the program is for the video tape equipment, with some small secondary costs for inservice training. The technician used to operate the camera spends the majority of his time in other areas apart from evaluation with the possibility that the camera work could be done by trained students. The

video tape equipment itself can also be utilized by other school personnel for varied instructional activities.

Results to date as measured by the teachers responses to a Process Evaluation instrument indicate this self-evaluation program to improve instruction is superior to existing methods. It is powerful because teachers can view their interaction with their students in an objectively structured system and, thereby, internalize changes which are indicated in their teaching behaviors. As a result, both teachers and students establish better rapport and enjoy classroom activities more.

An added benefit is that the building prinicpal or supervisor is also able to function on a clinical professional basis and provide meaningful instructional support to the teacher.

SPLIT-SCREEN TV--An Approach to the Improvement of Teaching: Potential and Problems.

Peter H. Wood, EDFI, BGSU,

Improving your own classroom teaching is often a difficult and frustrating activity. Although almost all of us are capable of improvement and are motivated to improve, actual improvement is neither easy or automatic. The traditional sources of help somehow seem lacking. Student ratings may inform us that we need to: be more clear, more organized, more businesslike, more enthusiastic or more empathetic or aware of our student's problems or feelings. Student comments may inform us that we are "excellent," "horrible," a "credit to our profession" or a "failure as a teacher." Occasionally students may provide us with more specific and useful information -- "we are late in beginning or ending class," "we play favorites," "we never show movies" ("or show too many movies"), "we don't return our tests or explain our assignments," or "we always go off on tangents," but most students do not--perhaps can not--provide us with specific suggestions for improvement. Many of us feel very uncomfortable even asking students for specific suggestions. Our chairpersons, peers, and graduate or undergraduate assistants are usually not much more helpful--probably because we hesitate to ask them to visit our classes and they tend to "overprotect" us or offer less-than-useful generalities even when they do visit.

Will split-screen video taping of our classes resolve these problems? PROBABLY NOT....but it does provide us with another tool that we may use for self-confrontation--and perhaps for self-improvement.

What is Split-Screen Video Taping?

This procedure has been used with considerable success in a variety of school settings. Bill Moritz of the Maumee school system has been working with split-screen video procedures for the past few years. His program involves several steps:

(1) Training teachers in the process itself;

(2) Placing a video-camera with a wide-angle lens in the front of the classroom to record the student responses to the teacher's presentation;

(3) Placing a second video-camera with a zoom-lens and a camera operator in the back of the class to record the teacher;

(4) Recording both the teacher and the class on the same tape via the use of a special effects generator.

(5) Making playback of class recordings available to the teacher who is provided with a view of both teaching actions and student responses on the same screen.

Moritz's experience has caused him to limit the first taping to under 25 minutes since more extensive taping of most classes seems to reach a point of diminishing return. He also provides the teacher with an empathetic guide during the viewing to assist the teacher to focus upon a limited number of relevant and changeable teacher behaviors.

Although many teachers view themselves with considerable anxiety the first time, this anxiety seems to lessen as teachers become accustomed to the procedure.

The teacher in Moritz's program will tape three times the first year, twice the second year and as many times as appropriate in later years.

A BGSU developmental grant has permitted us to purchase the two video lens and the optical-effects generator that permit us to convert our stock TV cameras to split screen classroom viewing. We have the capability to employ this procedure with our own classes. What is needed is:

(1) Some experience in using the system;

(2) Some system which will permit us to avoid most of the problems related to self-confrontation while benefiting from its strengths; and possibly

(3) More student help to run the equipment in our classes.

If there is sufficient faculty interest, we can probably arrange a seminar or workshop in which some of Moritz's people inform us as to the techniques or pitfalls of the approach. It might also be possible to arrange training sessions in which we or some of our students--or anyone else--are taught to use the video equipment. If you are interested in either type of workshop, drop me a note: Peter Wood, EDFI (Campus Mail).

PROBLEMS: Video (even audio) feedback can be a stressful, anxiety-arousing experience. The typical response is an intense focusing on the self. Unless some other focus is provided, the most immediate, common self-focus is oriented toward negative body characteristics, voice characteristics or a variety of gestures of which you were unaware. This focus upon physical manifestations tends to lessen with increasing experience. One technique used to reduce such a global focus and assist the viewer to focus more quickly upon more relevant teaching actions is the checklist. Such a list may permit the teacher to identify specific behaviors which the teacher wants to change and which the teacher can change. In most cases, improvement is most likely if the viewer is able to identify one (or possibly two) behaviors ameanable to change. Greater improvement is even more likely if an empathetic human guide is added to the system.

Some of the checklist items used by Moritz may be appropriate to some of our classes. Moritz suggests that: (1) each checklist be reviewed (and possibly modified) before viewing; (2) that a unit of tape be viewed without sound to permit a focus upon nonverbal behaviors, and (3) that the same type unit be viewed with the sound on to permit a second focus upon verbal behaviors.

Also included are some of Moritz's Self-Evaluation Questions--many of which would have to be modified to fit the college classroom. These three checklists are only intended to serve as an illustration of the type of lists which could be developed to meet the needs of particular classroom situations.

A comprehensive review of video-self-confrontation is: "Self-Confrontation Reviewed: A Conceptualization for Viedo Playback in Teacher Education" by Frances Fuller and Brad Manning in Review of Educational Research, Vol. 43, No. 4, pp. 469-528.

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SELF-EVALUATION OF MYSELF AS A TEACHER

This instrument should be completed in private, in an unhurried manner without interruption.

1. As a teacher I am fair and impartial.

   My behavior is consistently unbiased.

   Sample Evidences:

   I show no favoritism or partiality; praise and criticism are based on fact; all criticism constructive; no pets; appraisal of pupils fair and reliable; no excessive criticism of individual pupils; maintain the confidence of children.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

2. My pupils are happy and cheerful at work and play.

   I create a happy situation so that pupils express a liking for class.

   Sample Evidences:

   A spirit of shared enthusiasm; spontaneous pupil or parents comment; friendliness and cooperation of the pupils; pupils approach and visit with me during their free time; cheerful exchanges of greetings and conversations between pupils and me.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

3. I meet pupils in a friendly and sympathetic manner.

   I am friendly in manner and tone of voice to all pupils; consistently give attention to individual questions and apparent needs for individual help; sympathetic with failure due to difficulty; am a sympathetic and understanding listener as indicated by:

   Sample Evidences:

   My cordiality, kindliness, courtesy, and display of good manner is indicated by consideration of pupils' feelings in the presence of the class; minimizing accidents, unfortunate incidents or embarrassing situations; frequent requests for my help on personal and educational problems; my acceptance of and attention to pupils questions even if unrelated to the subject at hand; I give time to help individual pupils.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

4. Contributions and efforts of individual pupils are given recognition.

   I show respect for pupil opinion and suggestions.

   Sample Evidences:

   I express interest and give appropriate commendation to pupil effort even if small. Attention is given to individual comments and problems.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

5. My pupils take responsibility seriously; cooperative and sportsmanlike behavior is evident.

   My pupils are orderly and businesslike in schoolroom; show pride in achievement; cooperate in group activities.

   Sample Evidences:

   Efficient use of school time to accomplish assignments; assumptions of responsibility for their own materials, for preparing and turning in of assignments and other materials; improvement in remembering and meeting obligations. Pride shown through careful preparation of work and voluntary expressions of satisfaction in work completed. Practical application of the "Golden Rule" by my pupils.

Almost Always	Usually	Sometimes	seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

6. My plans are adapted to meet the changing needs and circumstances.

   I demonstrate initiative and adaptability in adjusting predetermined plans to circumstances and individuals.

   Sample Evidences:

   Utilization of lesson plans that are flexible enough to use contributions and suggestions of my pupils; adaptation of methods and technics to meet the individual needs of pupils; development and use by me of new methods and materials to meet the varying needs of my pupils; utilize pupil questions, leads, contributions and community events. I make effective use of local community resources, lay experience, local, state and national institutions in adapting program to needs of my pupils.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

7. My explanations are clear and adequate.

My instructional vocabulary and materials are suited to the pupils; I call attention to the points of major importance, anticipate difficulties and explain in advance.

Sample Evidences:

My pupils approach tasks unhesitatingly and independently; successfully accomplish the assignment without unnecessary questioning, their oral and written responses indicate their understanding of the explanation.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

8. My pupils' learning tasks are purposeful and functional in nature.

All work is approached from the standpoint of use and value to the pupils in society, tying it to the pupils' past experiences and present and future needs, as shown by:

Sample Evidences:

The many practical applications made by me and by my pupils; materials consistently related to contemporary life; utilization of resources to point up the relationship of school learnings with out-of-school life; explanation or demonstration of principles in terms of local contemporary problems or concrete issues; class activities which simulate current situations outside the school; discussions which indicate that pupils are relating their class learnings to their own experiences. Application of the scientific method.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

9. I provide opportunities for practice in the use of the common integrating knowledge and skills.

Definite provision is made for repetition, review and recall of basic learnings through a variety of activities such as:

Sample Evidences:

Meaningful practice exercises, written and oral reports, dramatics, debates, book reviews, class discussion, projects, school publications, brief reviews of previous work; effective use of repetition and summary.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

10. My leadership is evident.

I handle my own discipline problems, am firm but friendly, am consistent in policy, am self-sufficient and self-confident in management of my pupils.

Sample Evidences:

I maintain good order without compulsion; make few reprimands; infrequent necessity for disciplinary action. My pupils show respect for me, my knowledge and my methods as evidenced by courteous attention, seeking my help.

The classroom situation is orderly and businesslike; pupil-care in moving about room so as not to disturb other members. Behavior of my pupils at beginning of sessions, at recess and free play periods indicates planning and control.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

11. My pupils and I share the enjoyment of humorous situations.

I demonstrate and capitalize on sense of humor.

Sample Evidences:

My pupils and I contribute amusing thoughts and interpretations; I can take a joke, make classwork fun.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

12. I show self-control.

I am calm, poised, and self-controlled.

Sample Evidences:

I am even-tempered in response to pupils, avoid sarcasm and nagging; remain poised in emergency situations; handle unanticipated problems calmly and objectively, remain calm and collected in the face of frustrating or persistently difficult situations.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

13. I make active use of significant aspects of pupil growth as a guide in planning activities.

I plan activities which are planned to meet the personal and social needs of the pupils.

Sample Evidences:

Adaptation of content and procedures to such individual needs as success experiences; activities varied and of such duration as to prevent fatigue and over-stimulation; use of special aptitudes; improvement in habits of neatness and cleanliness and in physical status of pupils as revealed by my records and pupil records; group and individual assignments adapted to abilities and interests.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

14. I present problems in a manner which stimulates pupils to contribute to the solution.

Presentation inspires pupil effort, arouses their curiosity and interest, their desire to explore as evidenced by:

Sample Evidences:

Pupil questions and discussion; their voluntary investigation and experimentation; bringing in materials; relating own experiences.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

15. My pupils actively participate in classroom discussions and activities.

Program and technics are such as result in active participation of pupils.

Sample Evidences:

Pupils give and take suggestions freely; share experience and knowledge through discussion.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

16. In developing basic knowledge, understandings and skills, I employ materials and technics appropriate to the varying abilities and backgrounds of the pupils.

Materials and technics are adapted to meet individual differences by such methods as:

Sample Evidences:

Projects and problems planned around interests and experiences of the pupils; projects for groups organized according to the interests and abilities of individuals; assignments differing

in length and difficulty; remedial work provided, aimed at the cause of the difficulty.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

17. I employ a variety of approaches in presenting new materials.

I show adaptability and broad understanding of techniques in presentation of new materials.

Sample Evidences:

I use many illustrations, utilize suggestions from pupils as to methods and procedures; change method quickly when it is obvious that the method being used is not effective; encourage pupils to try out several solutions; pupils and I discuss the relative merits of the various solutions.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

PRETAPING IDENTIFICATION OF OBJECTIVES
AND
VERBAL INTERACTION APPROPRIATE TO ACHIEVE THEM

The following pretaping procedure will help you establish a frame of reference from which to make the post lesson analysis of your tape.

My objectives for this lesson are:

_____

_____

_____

_____

The accomplishment of the objective(s) would be best realized by the follcwing verbal interaction pattern:

	Almost Always	More Than Half	About Half	Less Than Half	Rarely
Lecturing	_____	_____	_____	_____	_____
Initiatory Teacher Verbal Behavior	_____	_____	_____	_____	_____
Responsive Teacher Verbal Behavior	_____	_____	_____	_____	_____
Initiatory Student Verbal Behavior	_____	_____	_____	_____	_____
Responsive Student Verbal Behavior	_____	_____	_____	_____	_____
Use of Student Ideas	_____	_____	_____	_____	_____
Giving Directions Correctly	_____	_____	_____	_____	_____

What distribution of questions would be most consistent with the lesson objective(s)?

_____ recall (who-what-when-where)

_____ thought process (how-why)

_____ application (apply knowledge in a new situation)

100%

TEACHER SELF-EVALUATION
SELF-ANALYSIS CRITERIA FOR NONVERBAL BEHAVIOR

The following criteria should be reviewed and clearly understood before looking at the video tape. After viewing your tape, circle the response which you feel best represents your behavior.

1. Do I smile to indicate approval when a student responds correctly to a question I have asked?

   Almost Always Usually Sometimes Seldom Almost Never

2. Do I encourage continuous verbal response by positive attentive behavior or a behavior such as nodding of the head?

   Almost Always Usually Sometimes Seldom Almost Never

3. Do I maintain direct eye contact or personalize my attention with a student while verbally communicating with him?

   Almost Always Usually Sometimes Seldom Almost Never

4. Do I narrow the distance between myself and students during classroom discussions to maintain psychological proximity while we are verbally communicating?

   Almost Always Usually Sometimes Seldom Almost Never

5. Do I use hand and arm movements to emphasize important points and to reinforce verbal statements?

   Almost Always Usually Sometimes Seldom Almost Never

6. Do I recognize and respond positively to quizzical, contemplative, or frustration behaviors by students?

   Almost Always Usually Sometimes Seldom Almost Never

7. Do I use vocal tones or voice inflections which are hostile, cross, irritated, or antagonistic?

   Almost Always Usually Sometimes Seldom Almost Never

8. Do I frown or grimace (show disapproval) when a student responds inappropriately to a question I have asked?

   Almost Always Usually Sometimes Seldom Almost Never

9. Do I discourage continuous verbal response with an attitude of disinterest or behavior such as shaking of the head?

Almost Always Usually Sometimes Seldom Almost Never

10. Do I portray behaviors such as facial twitches, blinking, sniffing of nose, etc., which are distracting to students?

Examples: _____

_____

_____

Almost Always Usually Sometimes Seldom Almost Never

11. How frequently do I control the behavior of the class by putting my finger to my lips, stand with hands on hips, fold my arms in indignation, stare in silence, etc.?

Examples: _____

_____

_____

Almost Always Usually Sometimes Seldom Almost Never

List two (2) nonverbal areas you have identified as needing improvement.

1. _____

_____

_____

2. _____

_____

_____

It should be kept in mind as you study the results of your self-analysis that your value judgement of whether or not your indicated behavior is "good" or "bad" is related to its appropriateness for you and your students. The key question is always: what is the effect of what I am doing? Of course, the goal is to have a positive learning atmosphere by providing adequate, positive, nonverbal reinforcement.

TEACHER SELF-EVALUATION
SELF-ANALYSIS CRITERIA FOR VERBAL BEHAVIOR

The following criteria should be reviewed and clearly understood before looking at your video tape. After viewing the tape, circle the response which you feel best represents the outcomes of the lesson.

1. Make the following judgments in terms of proportions of the total time you and your students were engaged in verbal behavior.

TEACHER TALK

Almost Always	More Than Half The Time	About Half The Time	Less Than Half The Time	Rarely

STUDENT TALK

Almost Always	More Than Half The Time	About Half The Time	Less Than Half The Time	Rarely

2. Make each of the following two judgments in terms of the proportion of the total time you were engaged in verbal behavior.

TEACHER VERBAL BEHAVIOR INTENDED TO INITIATE (INCLUDE LECTURE, GIVING DIRECTIONS AND QUESTIONING).

Almost Always	More Than Half The Time	About Half The Time	Less Than Half The Time	Rarely

TEACHER VERBAL BEHAVIOR INTENDED TO BE RESPONSIVE TO STUDENT BEHAVIOR. (CLARIFYING, BUILDING, OR DEVELOPING IDEAS SUGGESTED BY A STUDENT.)

Almost Always	More Than Half The Time	About Half The Time	Less Than Half The Time	Rarely

3. Make each of the following two judgments in terms of the proportion of the total time the students were engaged in verbal behavior.

STUDENT BEHAVIOR WHICH WAS INITIATORY (INCLUDE STUDENT QUESTIONS, REPORTS, OR ANY STUDENT-INITIATED IDEAS, OPINIONS, OR INFORMATION).

Almost Always	More Than Half The Time	About Half The Time	Less Than Half The Time	Rarely

STUDENT BEHAVIOR WHICH WAS RESPONSIVE TO TEACHER BEHAVIOR.

Almost Always	More Than Half The Time	About Half The Time	Less Than Half The Time	Rarely

4. THE OBJECTIVES AS STATED FOR THE LESSON WERE CARRIED OUT.

Very Well | Well | Fairly Well | Poorly | Very Poorly

5. THE EXAMPLES AND ILLUSTRATIONS I PRESENTED (CONCRETE, ABSTRACT, PERSONAL, IMPERSONAL) RELATED TO THE OBJECTIVES.

Very Well | Well | Fairly Well | Poorly | Very Poorly

6. THE CONTENT OF THE LESSON WAS RELATED TO PREVIOUS LEARNING AND TO THE OBJECTIVES.

Very Well | Well | Fairly Well | Poorly | Very Poorly

7. THE QUESTIONS ASKED IN CLASS WERE DISTRIBUTED ABOUT AS FOLLOWS IN TERMS OF THEIR RELATIONSHIP TO THE OBJECTIVES. (TOTAL 100%).

_____ Stimulating recall (who-what-when-where)

_____ Stimulating correct thought processes, (how-why-cause and effect relationships)

_____ Application - Stimulating imagination (Apply knowledge in a new situation) Transfer of learning.

8. JUDGING OR APPRAISING STUDENT BEHAVIOR

The judgments and appraisals made helped to generate a social climate in the classroom which was:

Very Positive | Positive | Neutral | Negative | Very Negative

9. PRAISES OR ENCOURAGES: Praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual.

Almost Always | Usually | Sometimes | Seldom | Rarely

10. GIVING DIRECTIONS: Directions for assignments are clearly given and related to instructional objectives.

Almost Always | Usually | Sometimes | Seldom | Rarely

11. CRITICIZING: Statements intended to change student behavior from unacceptable to acceptable pattern. (Verbal bird dogging)

Almost Always | Usually | Sometimes | Seldom | Rarely

12. The outcomes of the video-taped lesson as shown by my ratings on the self-analysis criteria related to my pretaping identification of objectives and verbal interaction pattern:

Very Well Well Fairly Well Poorly Very Poorly

List two (2) verbal areas you have identified as needing improvement.

1. _____

_____

_____

2. _____

_____

_____